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ABSTRACT

These three papers present an organizational framework, an evaluation plan, and a training plan for an integrated cross-curricular tutorial program at Los Medanos College. First, the position paper establishes a standing committee to oversee the Second Generation Tutoring Program and the policies under which the program operates. It focuses on the purpose and need for the program, organization and administration, training, and policies. Second, the evaluation plan outlines procedures for assessing the three main components of the program: personnel, the tutor training classes, and program effects. The section on personnel evaluation describes specific procedures for tutors, paraprofessionals, faculty designees, and the tutor coordinator. The section on the evaluation of tutor training focuses on the worth of the training topics, activities, and materials, the quality of instruction, and the coherence of the training as a whole. The program effects evaluation uses a computer-based record-keeping system to determine benefits accrued by tutoring recipients. Finally, the training plan focuses on assisting a wide variety of tutees to face various problems in various disciplines. The training plan covers the content of workshops, class sessions, and lab time, which emphasize learning how to tutor and how to apply that process to disciplines, and developing an understanding of and sensitivity to tutees different from themselves. An outline of workshop and training session topics is provided. (WJT)

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Position Paper: Second Generation Tutoring Model
Evaluation Plan for Second Generation Tutoring Program
Training Plan for Second Generation Tutoring Program

by Ross B. MacDonald, Ph.D.

January 14, 1986

April 25, 1986

Los Medanos College
Pittsburg, CA

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**POSITION PAPER:
SECOND GENERATION
TUTORING MODEL**

As Amended by Clusterpersons
January 14, 1986

LOS MEDANOS COLLEGE

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I. PURPOSE

The specific purpose of this position paper is to (a) establish a standing committee to oversee a coordinated tutorial program and (b) to define policies under which the program will operate. The paper is divided into six parts: purpose, need, rationale, program organization and administration, training, and policies.

II. NEED

From its onset, Los Medanos College has strongly committed to helping struggling students succeed without sacrificing academic standards. Recognizing that tutoring is an effective means of addressing the gap between underprepared students and college-level standards, several tutoring centers have been developed on campus. For the past several years each of these pockets of tutoring has provided valuable services to students. However, these programs have been developed and maintained independently of each other. Some degree of confusion for students and faculty regarding programs and a great deal of wheel reinventing for supervising faculty and staff have resulted. The purpose of this paper is to establish an organizational model and guiding policies for the coordination of tutor training and services across the curriculum. Providing effective, timely, and appropriate tutoring for struggling students is a college-wide responsibility, requiring a college-wide commitment.

III. RATIONALE

Students who experience difficulty with college-level instruction have inadequate skills in one or more of the following five phases of learning:

1. Preparation - emotional state, study environment, time management.
2. Accessing Information - reading, listening, notetaking, visual-spatial perception, visual-motor perception.
3. Processing Information - making connections, forming concepts, analysis, synthesis, evaluation.
4. Remembering Information - visual, auditory, tactile/kinesthetic.
5. Expressing Information - writing, oral communication, demonstration.

Although instructors and disciplines may stress different phases and different aspects of particular phases, all learning is encompassed by them. When students have difficulty, it can inevitably be traced to one or more of these five phases.

There are at least four possible institutional responses to student underpreparedness:

1. Let the students suffer. Hold steadfast to the demands of the course and to the instructor's convictions. Students who don't meet the standards either drop out or fail the course.
2. Let the course suffer. Lower standards so the ill-prepared can experience success.
3. Separate skills from course content. On an institutional level, pre-test and track all entering students, requiring that they pass the tests or take specified courses before being allowed to enter the college mainstream.

4. Integrate help with the course content. Identify underprepared students and provide tutoring help to develop skills and nurture attitudes within the troublesome course content.

At present, LMC aspires to achieve option #4 and has succeeded at times, but we too often find ourselves at option #1.

There are obvious problems with the first three options. Neither leaving the students behind nor diluting the course bridges the gap between underprepared students and college-level work. Failing to address the educational needs of our students is clearly not acceptable to the college community (see our G.E. criteria), to future employers (see Attachment A), or to the new state chancellor (see Attachment B).

While certain area programs at LMC effectively screen and place students within their programs, college-wide pre-testing and tracking has not been a viable option for LMC for several reasons:

1. Students are notoriously impatient in the pursuit of their academic goals. Asking them to delay all progress contingent upon completing one or two semesters of skills courses almost guarantees that they will drop out.
2. Remediation courses typically carve learning into two crude halves -- skills and content -- and address only skills. How individual students should apply these skills to particular courses is omitted. Mistaking the cleavered division for irrelevancy, students drop out.
3. Tracking requires standardized testing. One-shot testing is justly criticized for assuming that a multiplicity of students, different in

age, race, academic goals, and so forth, can be uniformly classified on the basis of a single test event. No standardized test is this reliable.

4. A college does not develop students' confidence by stigmatizing them before they enroll. Subjecting students to a test, especially test-anxious students, sets up a closed system in what is alleged to be a democratic institution.
5. The tutoring intervention at LMC has been demonstrated to recruit twice as many students to the intervention as standardized-testing tracking models. In 1983-84, 44 per cent of referred students sought tutoring and maintained contact with tutors. Nationally, intervention programs in community colleges consistently report that 20-25 per cent of the targetted clientele become involved in the intervention.
6. Tracking produces short-term, but not long-term gains. Students' skills improve during skills courses, but unless continually reinforced, the skill level quickly regresses to their original level soon after the intervention ends. An all-out effort is required to effect permanent change in students' preparedness levels.

IV. PROGRAM ORGANIZATION AND ADMINISTRATION

This position paper establishes an organizational framework for developing and maintaining an integrated cross-curricular tutorial program. It establishes a Tutor Coordinator position and an Advisory Committee for Tutoring (ACT) made up primarily of faculty representatives. ACT and the coordinator will work with college staff to ensure that already existing programs are not pre-empted and to facilitate the smooth operation of the

program. In essence, the Tutor Coordinator oversees the day-to-day operations of the program while the ACT establishes and modifies policies and program directions. A more detailed summary of the responsibilities of each of the participants in the program follows. Please see Attachment C at the end of this paper for an organizational schematic.

Advisory Committee for Tutoring (ACT)

This committee is the active advisory board whose chief function is to work with the tutor coordinator in establishing and carrying out the program's goals. The committee will be made up of the tutoring coordinator, faculty representatives (called *designees*), two learning specialists, two counselors (one of which may also be a designee), an administrator, a paraprofessional representative, and a tutor representative.

Responsibilities include:

1. Hiring and evaluating tutor coordinator.
2. Determining policy and, if necessary, approving exceptions.
3. Attending regular meetings.
4. Acting as liaisons between subareas and tutor program.
5. Allocating tutoring budget.
6. Planning flex activities.

Tutor Coordinator

The tutor coordinator is responsible for providing leadership to the program and for its day-to-day management. Responsibilities include:

1. Teaching some sections and attending all sessions of the First Semester Tutor Training Class.

2. Maintaining rapport with and offering guidance to the individual tutors.
3. Coordinating short-term tutor training courses offered in the second semester.
4. Working with the faculty designees and appropriate paraprofessionals to administer the program in its various locations.
5. Assisting content faculty with designing and scoring course screening tests.
6. Coordinating the tutoring program with counseling.
7. Chairing ACT.
8. Assisting faculty with training session development and presentation.
9. Utilizing flex time to conduct in-service training for full-time and part-time faculty and staff.
10. Coordinating tutoring program services with other campus entities as necessary (e. g. Enabling Services, Student Representatives, Registrar, athletic programs).
11. Coordinating evaluation of program staff according to the evaluation plan.

Learning Specialists

The math and language arts learning specialists' primary function is to provide campus-wide leadership in identifying and assisting learning disabled students. Responsibilities include:

1. Sensitizing all tutors to learning disabilities.
2. Training selected tutors to work with LD students.

3. Participating in ACT to ensure that the needs of LD students are served.

Tutor Training Faculty

At the discretion of the tutor coordinator and ACT a number of faculty will be folded into the training sequence according to their area of expertise.

Responsibilities include:

1. Submitting a detailed plan for the training session(s) for ACT approval.
2. Teaching designated sections of the Tutor Training Course(s).
3. Ensuring that the sections they teach integrate with immediately preceding and succeeding sessions.

Faculty Designees

One faculty designee will be selected by faculty in each of the following eight fields of study: math, reading/composition/literature, speech, humanistic studies, biological sciences, physical sciences, vocational/technical studies, and behavioral/social sciences. Faculty from each of the eight fields of study will meet to discuss concerns related to the tutoring program and to elect (or re-elect) a designee. Except for the behavioral/social science field, area meetings may be used for this purpose. Designees are expected to participate in policy and other long-range planning, provide support and feedback to the tutor coordinator, assist other faculty and students with tutor-related concerns, and teach tutor training sessions for their respective fields of study. Faculty designees will serve a two-year term and may be re-elected. Responsibilities include:

1. Teaching a few first semester tutor training sessions.

2. Attending tutor training sessions as appropriate.
3. Maintaining rapport with and offering guidance to individual tutors and tutees in the faculty designee's field of study.
4. Working with Tutor Coordinator and the paraprofessionals to administer the program in one specific location.
5. Serving as an active member of ACT.

Individual faculty.

The program is specifically intended to allow faculty to maintain rigorous standards while being certain that underprepared students have a secondary resource for learning how to succeed. The pay-offs to faculty are obvious, but they do not accrue without some effort on the part of all faculty who use tutors. Responsibilities include:

1. Identify potential tutors for the next semester by the twelfth week of the current semester.
2. Identify and refer students in need of tutoring assistance within the first three weeks of school. It is understood that, in some instances, tutoring is integrated into the course (e.g. Math 10, Language Arts 9/10, and Biological Science 5) and that therefore referral for tutoring is automatic.
3. Meet routinely with tutor(s) to discuss course particulars and student progress.
4. Coordinate tutoring with faculty designee, tutor coordinator, and the paraprofessional as appropriate.

Tutors

A tutor is principally conceived as one who deliberately enters into a structured, coordinated dialog with other students to help each student learn from his/her course materials and assignments. Tutors will be selected by their course instructors. Responsibilities include:

1. Maintaining all required records.
2. Staying current on course content for which they tutor.
3. Demonstrating punctuality and reliability.
4. Tutoring in either a lab/classroom situation (e.g. math, science, language arts) or in individually scheduled appointments.
5. Adhering to policies of the program.

Paraprofessionals

The paraprofessionals provide crucial support for the tutoring program in conjunction with the faculty designees, the Tutor Coordinator, and ACT. In addition, they are an important "front-line" resource for tutors and tutees. In each of the five tutoring locations, they also carry out necessary administrative functions. Their responsibilities are clearly spelled out in their job descriptions.

V. TRAINING

It is apparent from this proposal that tutor training is an essential concern of the program. While we cannot exclude considerations of tutor schedules and so forth when structuring the training, it is the struggling students who must be our primary focus in establishing a campus-wide tutoring program.

Although the exact content and format of tutor training have not been established, the following principles apply.

1. Training must be extensive. While we can assume that tutors know the content in which they tutor, imparting that content to students in the most effective manner is not an inherited trait. We don't believe we can afford to offer help to struggling students and then not be reasonably sure that the assistance is sensitive, informed and appropriate for the students' long-range success in school. On-going, systematic training is the most logical, effective means to this goal.
2. Training must balance convergent and divergent needs. Training must be sensitive to the commonalities of the tutoring function across the curriculum and sensitive to the idiosyncracies of particular fields of study. In common are basic tutoring processes, the five phases of learning discussed earlier, and program organization and procedures. In contrast, specific fields of study have individual needs for more intensive study.
3. The training course must cohere, yet provide opportunity for alternative perspectives. While the course must have a clear internal logic, it also must allow several individual instructors to offer their expertise and insights. Thus, although one instructor

(the tutor coordinator) will have a dominant role in the course, others will also teach specific sessions.

First Semester Training

The first semester of tutor training consists of two eight-hour workshops and a semester-length class made up of two-hour discussions and two hours of lab time per week.

The workshops provide tutors with intensive training in how to tutor before they actually begin tutoring students. Tutors need to know what tutoring is. Many tend to model their behavior on their past experience with teachers. This is a false lead as there are significant differences between teaching and tutoring functions and roles. Therefore, these workshops are to be scheduled for either (a) the Thursday and Friday before school starts or (b) the Saturday before school starts and the immediately following Saturday. The following topics are suggested for the workshop sessions: definition of tutoring, the tutor cycle, roles of the tutor and the tutee, relating to tutees, phases of learning, and coping with dysfunctional tutees.

The first half of the semester-long, two-hour weekly sessions focus on what to tutor by integrating the five phases of learning (preparation, accessing information, processing information, remembering information, and expressing information) into the sessions. Topics for the sessions include reading, writing, problem solving, reasoning, test taking, and study skills.

The third essential component of tutor training is developing tutors' understanding of and sensitivity to tutees different from themselves. A short time ago, one of the tutors at a meeting used the term "typical tutee". In a population as diverse as ours, such terms are inappropriate. Re-entry students, both men and women; those for whom English is a second language, Black students, Raza students, and students just out of high school are in some ways different from each other. The implications of these differences for students' learning strategies, language use, drop out rates, feelings of opportunity, and so forth need to be examined in light of tutoring. Knowing and appreciating a student's cultural background helps tutors relate to that student on a personal basis. Also included in this section is a two-hour presentation training tutors to recognize students who may have learning disabilities. Tutors should be enlightened and sensitized by hearing about the experiences of members of the various groups mentioned above. Knowing and appreciating a student's cultural background facilitates the development of a productive working relationship. We have to be especially careful that past inequities in education are not re-emergent in our tutoring program.

The schedule of two hour workshops isn't as rigid as it may sound. Two innovations ensure that the training can be made clearly relevant to the specific subjects in which tutors help students. First, although all tutors will be exposed to each of the topics, options will be structured into the two-hour time block allowing tutors from different disciplines to explore the most relevant topics in more depth. Second, several regularly scheduled sessions will be allocated to each of the eight fields of study for content-

specific training sessions.

Subsequent Training

Training after the first semester is designed to keep tutors actively involved in the training program while allowing significant opportunity for individuals to structure their training according to their needs, interests, and experiences. The second semester of tutor training requires that tutors earn two units by accumulating thirty-two hours of training. All tutors are required to attend a few designated first semester training sessions. The rest of their hours will be spent in an individually-structured program selected from among the following options:

1. Attending short-term classes on problem-solving, ESL, or learning disabilities.
2. Assisting in first-semester tutor training sessions.
3. Assisting individual first semester tutors (10 hour maximum).
4. Repeating first semester tutor training class sessions as instructed by tutor coordinator or faculty designee.
5. Following an independent study with specific instructor (subject to ACT approval).

The advanced course may be repeated for 1 or 2 units, for a maximum of four units. After the second semester, however, no course work would be required except for attendance at a few two-hour sessions.

VI. POLICIES

The following policies govern the tutoring program:

1. Tutors shall be paid only for that time in which they are engaged in tutoring one or more students, and for scheduled meetings with individual faculty in whose course(s) they tutor.
2. First and second semester tutors must be actively enrolled in the appropriate tutor training course.
3. Tutors receive priority registration.
4. Tutors will be limited to four semesters of employment.
5. In any given semester, tutors may only tutor within one field of study.
6. In cases where beginning or advanced tutors are requested by faculty from two or more fields of study, the tutor has the right to choose the field in which s/he will tutor.
7. It's important to distinguish tutors as defined above from other student employees. On-site aides, clerical helpers, paper correctors and so forth are excluded from this definition of tutor and so do not fall under the scope of this proposal. Because tutors engage in extended interaction to promote in-depth skill and content development and they do not answer isolated specific questions on an ad hoc basis, their training is required for two semesters, they are paid at a higher rate than other student employees, and they meet students within pre-determined time blocks.

AT THE REQUEST OF THE CLUSTERPERSONS, POLICIES #8 AND # 9 BELOW WERE DELETED. IT WAS FELT THAT MORE DISCUSSION OF THESE ITEMS IS NECESSARY. TO INDICATE THAT POLICIES #8 AND #9 ARE NOT IN FORCE, THEY ARE PLACED IN PARANTHESES.

- [8. Any Instructor may require that individual students receive specified amounts of tutoring in order to remain in the course.]

- [9. Students who are referred for tutoring by two or more instructors, will be required to receive tutoring.]
10. As tutors' hours fill, students for whom tutoring is required have priority over students for whom it is recommended. Students who self-select tutoring assistance have the lowest priority.
11. As becomes necessary, groups of tutees will be given priority over individuals, standing appointments over one-time appointments.
12. Tutors may not tutor groups of seven or more without prior permission of the Tutor Coordinator, except in regularly scheduled classes as part of an instructor-supervised group activity.
13. ACT may elect to modify the numbers and alignment of the fields of study.
14. Before teaching any training session, each faculty designee must have previously attended the two eight-hour tutor training workshops.
15. A computer-based, record-keeping system needs to be devised and implemented to flag and follow tutees, establish a referral system, maintain payrolls, and monitor tutoring hours.
16. An on-going, systematic evaluation plan should be devised and in place by January, 1987.
17. All G. E. classes will have tutoring help available. Subareas may require that tutoring be affiliated with specific non-G. E. courses or individual instructors may utilize tutors. In either case, such changes are subject to the approval of ACT.
18. Night classes are subject to the same policies regarding tutoring as are day classes.

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EVALUATION PLAN FOR SECOND GENERATION TUTORING PROGRAM**April 25, 1986****by Ross MacDonald****INTRODUCTION**

An important component of any program is a plan for on-going evaluation. Evaluation refers to regularly scheduled, systematic efforts to monitor, understand, and improve the tutoring program at Los Medanos College. The plan outlines procedures for evaluating the three main components of the program: personnel, the tutor training classes, and program effects. It should also be noted that the evaluation plan is closely allied with matriculation efforts and necessary program record-keeping.

EVALUATION ADMINISTRATION

The Tutor Coordinator is ultimately responsible for evaluation under the guidance of the Advisory Committee for Tutoring (ACT). However, the cooperation of and assistance from the designees, tutors and paraprofessionals are essential for satisfactory assessment of the program. It is understood that the workload of evaluation will be cooperatively shared. The Tutor Coordinator will present a written summary of the results of each component of the evaluation plan to ACT once a semester. Copies of the written reports will be forwarded to the college president and stored in the administration office.

COMPONENT 1: EVALUATION OF PERSONNEL

All program staff will be evaluated by those who work with them. The evaluation is intended to promote open, honest channels of communication among program personnel and to provide feedback to individuals so that each can shape his/her effort to a goal of maximum coordination. Further, all of the evaluation procedures and consequences are intended to dovetail with existing district and campus policies and the terms of employees' contracts. The evaluation must be rigorous and open-minded. Carl Rogers advised that the facts be perceived as our friends. People in the program must constantly strive to make the program work efficiently, humanely, and within its guidelines.

The following subsections detail evaluation procedures for tutors, paraprofessionals, faculty designees, and the Tutor Coordinator. Each

subsection is organized in the same fashion. First, the evaluation questions are identified. It's important to clearly articulate what it is one seeks to know. Only accurate questions lead to accurate answers. Second, the source of the desired information is identified. In all cases in the personnel component of the overall evaluation plan, questionnaires are the primary means by which information is gathered. Additional sources are also identified as appropriate. Third, the evaluators are specified. Essentially this means who fills out the questionnaires and who collects and tabulates them. Fourth, the evaluation interval is indicated. This refers to how often the evaluation takes place. Generally, once a semester is deemed the appropriate interval.

Tutors

Because tutors are the most important link in the system, their evaluation is most critical. Tutors are expected to provide competent, focused assistance to our most gun-shy students. Yet, it must be remembered that tutoring is a learning experience for tutors too. Therefore, evaluation should be treated and seen as a means of promoting that learning, not as a process by which an individual is scrutinized for faults. The goal of the evaluation is an honest assessment of each tutor's strengths and weaknesses and formulation of specific goals and objectives for continued growth. However, tutors whose job performance is unsatisfactory and who do not show evidence of improvement within their first semester will not be re-hired.

1. Evaluation questions:
 - a). Does the tutor demonstrate job responsibility (i.e., punctuality, reliability, completes paperwork, etc.)?
 - b). Does the tutor maintain positive working relations with tutees and staff?
 - c). How well does this person tutor?
 - d). What are each tutor's strengths and weaknesses?
2. Data source:
 - a). Program records
 - b). Questionnaires
 - c). Observation of a tutoring session
3. Evaluators:
 - a). Tutees
 - b). Supervising paraprofessional
 - c). Supervising faculty
4. Evaluation interval:
 - a). Beginning tutors -- twice a semester
 - b). Advanced tutors -- once a semester

Paraprofessionals

Paraprofessionals are an extremely important front-line resource in the program, providing assistance with record-keeping, appointments, and troublesome tutorials. In addition, their behavior and relations with others is critical in establishing a focused, supportive environment for positive, professional tutoring. Thus, their ability to manage large amounts of paperwork, to maintain good interaction with others and to facilitate the smooth operation of the program is essential to success. Evaluation is scheduled for once a year to give the coordinator time to fit into the role and the evaluators time to assess the long-range impact of his/her job performance.

1. Evaluation questions:
 - a). Does the paraprofessional demonstrate job responsibility in regards to the tutoring program (i.e., punctuality, reliability, completes paperwork, etc.)?
 - b). Does the paraprofessional maintain positive working relations with tutees and program staff?
2. Data source:
 - a). Program records
 - b). Questionnaires
3. Evaluators:
 - a). Tutees
 - b). Tutors
 - c). Faculty designee
4. Evaluation interval:
 - a). Once a year

Faculty designees

Obviously, evaluation of faculty designees in the tutoring program is a formal means of promoting open, honest interaction between the faculty designees and other program participants. Designees should provide leadership, guidance, and counsel to paraprofessionals and tutors.

1. Evaluation questions:
 - a). To what degree is the designee available for help?
 - b). Of what value is the designee's assistance?
2. Data source:
 - a). Questionnaires
3. Evaluators:
 - a). Paraprofessionals
 - b). Tutors

4. Evaluation interval:
 - a). Once a year

Tutor Coordinator

The Tutor Coordinator is responsible for providing leadership to the program and for managing its day-to-day activities. S/he must effectively work with all program participants: tutors, paraprofessionals, and designees. In addition, the Coordinator must promote program unity while respecting diversity. Therefore, evaluation of the coordinator should focus on his/her overall job performance, paying particular attention to leadership ability, interpersonal skills and responsiveness to program participants.

1. Evaluation questions:
 - a). To what degree does the Coordinator develop and maintain positive working relations with program staff?
 - b). To what degree does the Coordinator effectively carry out the functions of his position as specified in Position Paper 85/86-3?
2. Data source:
 - a). Questionnaires
3. Evaluators:
 - a). ACT members
 - b). Tutors
 - c). Paraprofessionals
4. Evaluation interval:
 - a). Once a semester

COMPONENT II: TUTOR TRAINING

The training courses are intended to prepare tutors to effectively engage tutees in learning and increased self-reliance. The training taps the expertise of a number of faculty. Evaluation is concerned with (1) the relative worth of the training topics, activities, and materials; (2) the quality of instruction; and (3) the coherence of the training as a whole. Tutors experiencing the training are the evaluators. Evaluations should tap tutors' assessments of the whole group sessions, of the content-specific sessions, and of the advanced training options.

1. Evaluation questions:
 - a). What is the retention rate of the respective training classes?
 - b). What is the relative perceived value of each of the topics, activities, and accompanying materials?
 - c). Of what quality is the instruction in each section?

- d). What perceived needs are not being met by the training?
- e). What is participants' overall rating of the training?
- 2. Data source:
 - a). Questionnaires
 - b). Tutor drop out rates and reasons
- 3. Evaluators:
 - a). Tutors
 - b). Other training participants (faculty, paraprofessionals, Tutor Coordinator)
- 4. Evaluation interval:
 - a). Once a semester, except for 1. c). which occurs after the second eight-hour workshop, at the 9th week shakedown, and at the end of the semester.

COMPONENT III: PROGRAM EFFECTS

Evaluation of the personnel and training components of the program should not overshadow rigorous assessments of the program's effects. Making a positive difference for struggling students is the program's *raison d'être*. Thus, the focus of this evaluation component is to discover what, if any, benefits accrue to the recipients of tutoring. Existing records on the district's mainframe computer are supplemented with records generated by the program to carry out this evaluation. A special roster will be printed in the fourth week of the semester on which all participating faculty will note those students who are referred for tutoring. From tutor's records the amount of tutoring received by each student will be computed and employed as an important part of the evaluation design.

In accordance with the policies established in the 2nd Generation Position Paper (#85-86/3), the program will be establishing a computer-based record-keeping system. Clearly, this system will provide flexibility and power to evaluation efforts. Therefore, as this system is developed, it will be important to re-examine the evaluation plan with the capabilities of the computer system in mind. In the meantime, however, the plan is laid out as follows.

- 1. Evaluation questions:
 - a). What are the demographic characteristics of the students being referred for tutoring?
 - b). What are the demographic characteristics of the students who receive tutoring as compared to those who were referred and do not receive tutoring?

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- c). How much tutoring are these students receiving and in what areas?
 - d). How do referred/tutored students' course grades, GPA's, incidence of W's, and re-enrollment rates compare with referred/nontutored students? with the general college population?
 - e). How is the tutoring program affecting other support services: counseling, Avance, learning disabilities, enabling services, and athletics?
2. Data sources:
- a). Already collected data on the district's mainframe computer system
 - b). Additional data to be put onto the district's mainframe
 - 1). referred for tutoring (yes or no) from special rosters
 - 2). tutoring hours received (0, 1-3, 4-6, 7+) from tutor records
 - c). Interviews with other support service personnel (see 1. e. above) conducted by Tutor Coordinator or delegate
3. Evaluators:
- a). Tutor Coordinator
 - b). Designees and paraprofessionals as appropriate
4. Evaluation interval: once a semester

TRAINING PLAN FOR SECOND GENERATION TUTORING PROGRAM**April 25, 1986****by Ross MacDonald**

The following details the plan for training Second Generation Tutors. The goal of this proposal is to present a clear plan for preparing tutors to effectively assist a wide variety of tutees in a wide variety of problems in a wide variety of disciplines. A secondary, but still very important consideration, is its cost effectiveness. For convenience, page six lists all sessions in order.

PART ONE: OVERVIEW

The first semester of tutor training consists of two eight-hour workshops, a semester's worth of two-hour once a week class sessions, and two hours a week lab time. The intent of the workshops is to provide tutors with intensive training before they actually begin tutoring students. Therefore, these workshops are to be scheduled for either (a) the Thursday and Friday before school starts or (b) the Saturday before school starts and the immediately following Saturday. In addition to the Saturday workshops, the initial training consists of seventeen, weekly training sessions of two hours each. The lab time allocates one unit to tutors for their tutoring time. This generates load for the program and offers an additional incentive to prospective tutors without additional work.

Content. The content of the training classes and workshops is divided into three units: how to tutor, what to tutor, and who to tutor. How to tutor provides the content for the intensive workshops. What to tutor and who to tutor are covered in the weekly two-hour sessions.

The first unit is how to tutor. Tutors need to know what tutoring is. Many tend to model their behavior on their past experience with teachers. This is a false lead as there are significant differences between teaching and tutoring functions and roles.

The second main unit of a tutor training class involves the combination of process and product in learning. Once tutors know what the tutoring process is, then they need to know how to apply that process to the disciplines in which they tutor.

The third essential component of tutor training is developing tutors' understanding of and sensitivity to tutees different from themselves. A week ago, one of the tutors at our meeting used the term "typical tutee". In a population as diverse as ours, such terms are inappropriate. Re-entry students, both men and women; those for whom English is a second language, Black students, Raza students, and students just out of high school are in some ways different from each other. The implications of these differences for students' learning strategies, language use, drop out rates, feelings of opportunity, and so forth need to be examined in light of tutoring. Knowing and appreciating a student's cultural background helps tutors relate to students on a personal basis. Also included in this section is a two-hour presentation training tutors to recognize students who may have learning disabilities.

Time frame. The two-hour format for sessions after the two Saturday workshops is essential to the training plan. Although the activities for each

session can be conceptualized as being of two main parts, presentation of information and application of that information, these two parts are, in fact, integrally related and cannot be cleanly separated into discrete categories.

The key function of a tutor training class is to *connect* theory to practice - to constantly identify, examine and practice what is being learned. This can only be accomplished in an integrated, cyclical format. Seeing the differences among disciplines is easy, seeing connections requires more time. It is critical for tutors' development that they learn from each other, that there is substantial opportunity for cross-disciplinary interaction. Tutors have much to learn from each other and much to share. (See Whole-group Sessions). But, the training is configured to ensure that content-specific training needs are also addressed (See Content Sessions below).

The two hour training block gives students the time they need to adequately process new information, discuss it with each other , and engage in controlled practice. In order to be effective, the training must provide the time for integrating the following activities: lecture, discussion, controlled practice, role playing, sharing of experiences, solving real and hypothetical problems related to the subject, and discussion of similarities and differences among disciplines.

Allocation of training. Training is carried out in three simultaneous contexts. The whole group sessions are the first. In addition to the two eight-hour workshops, whole group training amounts to 20 hours (ten sessions at two hours each). The load is distributed among a large number of faculty to

ensure that all tutors have the advantage of each faculty member's expertise within the lecture, discussion and supervised practice cycle.

Course specific and program specific concerns are also given substantial blocks of time in the training plan. Sessions are allocated for explaining the particulars of a program (e. g. Math 10, Lang. Arts 9/10, Speech) and for training beyond that offered in the group sessions. There are a total of fourteen hours which can be configured according to the demands of particular disciplines or fields by faculty in those areas. The purpose of this component of the training is to guarantee that the training needs of the particular content areas are met and that they are determined by those in the content areas.

There is a third component to training which deliberately has not been formally structured into the training proposal. It is easy to lose sight of despite the fact that it is a critical component to the success of the program. This component might be termed informal training and support. No matter what the sequence or structure of the formal training, tutors and instructors are going to have concerns, questions, and problems in seemingly random order, certainly in an order different from the order of topics in training. These tutor concerns must be addressed as they arise.

There are two faculty mechanisms by which this part of training is accomplished: (1) the funding of designees as a resource for individual tutors in their field and (2) the weekly instructor-tutor contact. Other mechanisms, the presence of paraprofessionals and veteran tutors, are not discussed here. Each of the faculty mechanisms provide the structure for informal training

which assures that the spontaneously occurring problems within subject matters are holistically addressed. Questions can appear in any order and on any subject and then be resolved through consultation with a faculty member without regard to the necessity of systematically covering a body of information. These sessions are open and can cover anything from recalcitrant tutees, to program coordination problems, to issues regarding tests, assignments, and class activities. When taken together, these two mechanisms provide the opportunity for approximately 16 hours of additional training for tutors each semester.

The following lists the proposed sequence of training sessions for the first semester of tutor training. Unless otherwise indicated, each numbered session is two hours in length. Below is an outline of the training. More detailed explanation of each session is found in Part Three: Content. The observant reader will note that weekly sessions numbers 1, 2, 6, 7, 8, and 13 allow for tutors to work with their respective faculty designees on area- or course-specific concerns. For weeks 6, 7, and 8, faculty in each field of study, in consultation with the designee and ACT, would decide whether this time was best spent in content-specific activities. If so, then they must prepare an outline of their activities for the approval of ACT. If they do not utilize this time, then the default option of sessions in reading and writing would automatically occur. These sessions are contiguous; that is one cannot elect to do some portion of them. Participation in the first session is a commitment to all three sessions.

PART TWO: OUTLINE

Workshop I: How to Tutor taught by Tutor Coordinator (8 hours)

1. What is tutoring?
2. The tutor cycle
3. Tutor and tutee roles
4. Questions and answers

Workshop II: How to Tutor taught by tutor coordinator (8 hours)

5. Feedback
6. Listening Skills
7. Coping with dysfunctional tutees
8. Recognizing and referring LD students

Weekly Class Sessions

<u>Week</u>	<u>Topic</u>	<u>Suggested teacher(s)</u>
1	Introductions to specific programs	Faculty designees
2	Applications of workshops to content	Faculty designees
3	Study skills, test taking, and stress	Boucher
4	Tutoring groups. OR CONTENT SPECIFIC	Arenivar
5	Reading and writing	Language Arts
6	Reading and writing ^{content reading/writing} ~~or content specific~~	Lang Arts or Desig.
7	Reading and writing ~~or~~ content specific	Lang Arts or Desig.
8	Reading and writing ~~or~~ content specific	Lang Arts or Desig.
9	Mid-semester shake down	Tutor Coordinator
10	Problem solving	Rodriguez
11	Learning: Processes, styles, retention	Stein and Nikhazy
12	~~Learning disabilities: Math or Lang. Arts~~ ^{Applications to learning}	Stein or Nikhazy
13	Field of study concerns	Designees
14	Pathways to learning: Language access	TBA
15	Pathways to learning: Attitude, motivation	TBA
16	Pathways to learning: Physical access	TBA
17	Training and program evaluation	Tutor Coordinator
	End of semester pot luck/party	Designees

PART THREE: CONTENT

The following provides a detailed summary of the content for the first semester training sessions; it includes the two intensive workshops and the weekly class sessions. In some cases, prospective teachers for the sessions are suggested.

WORKSHOP 1

Topic

Suggested teacher(s)

What is tutoring?

Tutor Coordinator

This session introduces the tutoring function, LMC's tutoring program, the underlying educational and philosophical justifications for tutoring, the people who run the program, the organizational framework for tutoring at LMC, the paperwork, and orients them to the upcoming training. It also provides the opportunity for tutors to begin to get to know each other and develop their support groups within the tutoring corps. Thus, this session provides tutors with the context for their work and introduces them to each other and supervising staff.

The tutor cycle

Tutor Coordinator

This session introduces the basic sequence of phases which occur within the typical tutorial. What to do in each phase, how long to spend at it and what

to do if it isn't going right are introduced. Tutors are given the opportunity for supervised practice. This presentation serves to give new tutors some confidence about knowing what to do in a session. Attention is also given to how to conduct the first tutorial with a new tutee. The goal of this presentation is to give tutors a simple but practical outline to follow which delineates what to do when tutoring a struggling student.

Tutor role/tutee role

Tutor Coordinator

New tutees often have misconceptions about what tutoring is and what they can expect from it. Tutors have to be prepared to "train" struggling students to be successful tutees and therefore successful students. This requires that tutors have a clear idea of what their role is and how to carry it out. Are they answer givers? Drillmasters? Paper correctors? Guides? Counselors? The people we pick as tutors tend to be overachievers and desperately want to help students. This sometimes sets them up for trouble. They may find themselves addressing nonacademic problems of their students -- sometimes very serious problems. Tutors need to be clear about the limits of their responsibility and how to effectively establish those limits and still maintain positive learning relations with tutees. They need to know how to acknowledge these problems and where to refer students for more help.

Questions and answers

Tutor Coordinator

Much of tutoring involves questions and answers -- both what is (product) and how to (process). Handling these questions and answers is a very

important aspect of tutoring. Rapid-fire questioning of a tutee may be as damaging as giving the tutee all the answers. Tutoring might be conceptualized as the coordinated negotiation of questions and answers so as to achieve empowerment and learning for the tutee. Independent learners successfully question and answer. Thus tutoring sessions should model effective questioning and answering procedures. Question pacing, formation, and precision should be emphasized. Tutoring should help tutees move toward mastery of this process.

WORKSHOP 2

Feedback

Tutor Coordinator

There is a third important component to the tutoring process: evaluation of the questions and answers. The more dependent a student is, the more that student relies on others to evaluate his/her performance. Yet as Hemingway said we all need our "built-in crap detectors." Assumptions about who provides feedback to the struggling student need to be examined and techniques for promoting the tutee's ability to self-evaluate need to be explained and practiced in this session. Further, the differential effects of types of feedback need to be clearly understood especially as they relate to motivation. An important example is the differences between praise and encouragement.

Listening skills

Tutor Coordinator

Obviously, it is important that tutors be attentive, active listeners. This session introduces trains tutors to be able to hear and summarize literal and implied messages.

Coping with dysfunctional tutees

Tutor Coordinator

Unfortunately, not all students are ready to receive tutoring ministrations. Being able to handle tutorials that aren't going well has been a popular topic in past tutor training classes. It's very easy to underestimate the effects of unsuccessful sessions on beginning tutors. They tend to feel overly responsible for what happens on the one hand and under-informed about what to do on the other hand. It's equally as easy to under-estimate the effects on beginning tutees. They determine that all tutoring is useless and/or that they are stupid. Yet, there are certain very specific techniques that tutors can use to help get tutees comfortably on track. These techniques -- clarification, the "pipe", and re-direction, for example -- can be taught and practiced in a training class. Tutors need to know that poor sessions can become quality ones; that there are options other than terminating the session (or the student!).

Recognizing and referring LD students

Stein and Nikhazy

It has been conservatively estimated that at least ten percent of our students are certifiably learning disabled. Most of these students remain undiagnosed. Tutors need to know what learning disabled is and what it feels like to the LD student, to be aware of the symptoms of LD, and to know what to do if they suspect a learning disability is present in a tutee. This session is not intended to transform tutors into LD specialists, but to equip

them to recognize possible disabilities and to acquaint them with the referral process.

WEEKLY CLASS SESSIONS

<u>Week</u>	<u>Topic</u>	<u>Suggested teacher(s)</u>
1	Introductions to specific programs	Faculty designees
2	Applications of workshops to content	Faculty designees
3	Study skills, test taking and stress (description to be supplied)	Boucher
4	Tutoring groups (description to be supplied)	Arenivar
5	Reading and writing	Language Arts

Reading is often misunderstood as the ability to pronounce and comprehend words, when in fact it is primarily concerned with a much more fundamental link -- the interaction between language and thought. After all, a fundamental task of teaching and learning in any discipline is the transmission and assimilation of written communication in all its forms. Tutors need to see the reading process as an interaction between learner and material so that what the reader knows or has questions about can be brought to bear on the reading task. Successful reading results from the print-stimulated interaction of the reader's thinking and experiences with those of the writer. The "empty bucket syndrome" is a recurring problem among struggling students; i. e., "I don't know anything so I need to fill my head with the ideas of others." Because of this and other problems, tutors need to know what the reading process is, especially the implications of this

knowledge for tutoring in the content areas. Thus, reading study techniques such as SQ3R and vocabulary in context are introduced to tutors. Tutors then have some opportunity to connect these skills to their respective disciplines and to practice tutoring them in a role playing format.

Tutors typically misconstrue writing tutoring as calling for them to be copy editors. They imagine that they are supposed to spend endless dreary hours dealing with comma splices, parallelism, and verb agreement problems. This is not the case. Tutoring in writing involves helping students identify the intent of writing assignments, map out a clear response, and write it. Thus, tutoring in writing is very process oriented. Clear writing promotes clear thinking. Students often think they know a concept until they have to explain it in writing. By having to express their ideas in written form, students are forced to think through their ideas more carefully. This session trains tutors to help tutees think in written form and to use writing to develop their ideas

6, 7, 8 Reading and writing or content specific TBA
(description to be supplied)

For these sessions, the tutor attends all three sessions for one of the two options, as determined by the supervising faculty designee.

9 Mid-semester shake-down Tutor Coordinator

The purpose of this session is to take stock of the training to date, to resolve any difficulties tutors may be having with applying components of the

training to their tutoring, and to utilize tutor's experiences to identify gaps or inadequacies of the course. While this session doesn't have content which can be specified in advance, it nonetheless provides an essential opportunity for reflection and discussion. It is expected that all tutors in the program, not just first semester tutors, will attend.

10 Problem solving

Rodriguez

Defining, attacking and resolving problems represent an important set of skills intuitively grasped by more successful students and baffling to the less successful. This session focuses on understanding and practicing these skills using the tutors' content areas as examples. We would hope Gil teach this class.

11 Learning: processes, styles, retention

Stein and Nikhazy

As Nancy and Jeanine have emphasized, what learning is and the different ways in which people learn is an important topic for beginning tutors. Although everyone doesn't learn in the same way, the limited number of sensory channels allow types of learners to be classified. The emphasis or lack of it on specific channels by specific teachers in specific subjects and one's ability to utilize multiple channels clearly influence the rate and depth of one's learning. Beginning tutors need to be aware of these channels and how to modify their tutoring to fit their tutees' learning profiles. The goal is to both reach tutees and to improve their ability to adapt their learning style to the demands of the subject and the instruction. This represents our understanding of our discussions regarding accessing and processing information.

12 Learning disabilities: Math or Lang. Arts

Stein or Nikhazy

This session has two options. One for concentrated work in manifestations of learning disabilities in math and the other for learning disabilities in Language Arts. Each session will cover recognizing problems and strategies for dealing with them. These sessions are seen as logical extensions for the previous week's session in learning. Designees for each field, in consultation with ACT, will determine which session should be attended by tutors they supervise.

13	Field of study concerns	Designees
	(descriptions to be supplied)	

14, 15, 16	Pathways to learning	TBA
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We have to be especially careful that past inequities in education are not re-emergent in our tutoring program. We want to sensitize tutors to the diverse student population at LMC. Re-entry, vocational, Black, Raza, foreign, and the physically disabled complement our student population. Tutors should be enlightened and sensitized by hearing about the goals and experiences of members of the various groups identified above. Knowing and appreciating a student's background facilitates the development of a productive working relationship. We want to prepare tutors to work effectively with students by taking into account students' backgrounds. Tutors should be responsive to the different ways in which individuals learn.

17	Evaluation of training and program End-of-semester pot luck
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Tutor Coordinator

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